



New England College of Optometry Student Experience Survey

2025 Report

NECO

New England
College of Optometry



GRAND RIVER
SOLUTIONS

PREPARED FOR

New England College of
Optometry
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PREPARED BY

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Study Design

The New England College of Optometry Student Experience Survey surveyed graduate students aged 18 or older. The survey was administered online by Grand River Solutions, an independent company, with a survey tool developed by the Grand River Solutions team.

New England College of Optometry (NECO) identified the student pool for the survey, and sent a message to potential participants notifying them to expect an email from Grand River Solutions with the survey link. When possible, NECO provided the race/ethnicity, binary gender, age, class year, and residency status of the participant pool. This information was provided to Grand River Solutions through a secure portal. If NECO could not provide this data, a question was included in the survey to obtain it.

Grand River Solutions sent a personalized email to the students, each with a unique link to the survey, and sent reminder emails to non-respondents over the field period. The number of reminder emails and the field period were mutually agreed upon by NECO and Grand River Solutions.

All personally-identifying information was automatically de-linked from survey responses once submitted. All personally-identifying information was permanently deleted from Grand River Solutions devices and accounts within 60 days of the end of the survey field period and NECO was provided with a signed certification of data destruction.

Participants were informed that their responses were confidential and would be reported in aggregate form and no individually-identifying information would be reported. The survey was provided in English and Spanish, and participants were able to toggle between the two languages throughout the survey. All survey questions were optional to participants. NECO was able to add custom questions to the survey as agreed upon by NECO and Grand River Solutions. The survey was approved by the NECO Institutional Review Board.

At the end of the survey, participants were given the opportunity to submit their contact information to randomly receive one of the following: one \$75 Trident Bookstore and Cafe gift card, three \$25 Trident Bookstore and Cafe gift cards, five \$10 Starbucks gift cards, six whistle bracelets, and various NECO swag. Participants' survey responses were not connected to this incentive in any way.

Study Measures

Demographics

In addition to the demographic data provided by New England College of Optometry, the survey included questions pertaining to the student's self-identification as a first-generation college student, military veteran, active duty military member, and parental status, when applicable. Students were also asked to identify their sex assigned at birth, gender identity, sexual orientation, and disability status.

Knowledge and Campus Culture

Students were asked about their knowledge of key campus policies relevant to sexual misconduct. They were also asked about their perceptions of the campus culture, NECO's prevention and response efforts relevant to sexual misconduct, and bystander intervention.

Sexual Misconduct

The survey asked participants about their experiences of sexual misconduct since they have been a student at NECO, including sexual harassment, sexual assault, rape, intimate partner violence, and stalking.

The survey included follow-up questions for those that experienced sexual misconduct. These questions asked about academic, professional, and mental health impacts of their experience, their relationship with the perpetrator, the location of the incident, whether or not they reported the incident, reasons why they did not report, and their experiences during the reporting process.

School Connectedness

Students were asked to reflect on their experiences at NECO and to identify their feelings and perceptions of belonging, equity, and well-being.

Data Analysis Methods

To be considered valid, a respondent had to have answered at least one question beyond the demographic section. To preserve participant confidentiality, any findings with a low response rate were omitted in reports to New England College of Optometry.

Reports provided to NECO included only statistically significant findings. Statistical significance was determined using chi square tests and a p-value of <0.05 . Statistical significance for the difference in means was determined using a t-test or one-way anova. When cell counts were less than 5, a Fisher's t-test was used to evaluate statistical significance.

All personal experience questions were collapsed to yes/no variables for each of the types of sexual misconduct. Sexual orientation was collapsed to straight/heterosexual and LGB+. Gender identity was collapsed to man, woman, and transgender, genderqueer, nonbinary, or gender nonconforming (TGQN). Race/ethnicity were collapsed into federally recognized categories of Black, Indigenous, and People of Color (BIPOC), and White. Definitions of these categories are included on the following page.

All likert scales (strongly agree to strongly disagree) were converted to a four-point ranking where 4= positive response and 1= negative response. Likert questions were grouped based on pre-determined themes of belonging, well-being, equity, and culture (when applicable). Responses to these questions were averaged for each theme and reported on a scale of 1 to 4.





Key Terms

BIPOC

Black, Indigenous, and People of color (BIPOC) includes respondents who self-identified as African, Alaska Native, Asian/Asian American, American Indian/Indigenous, Black or African American, Caribbean/West Indian, East Asian, European, Hispanic/Latino/a/x/e, Latin American, Middle Eastern or North African, Native Hawaiian/Pacific Islander, South Asian, Southeast Asian, or another race/ethnicity.

LGB+

Lesbian, gay, and bisexual plus (LGB+) includes respondents that self-identified as lesbian, gay, bisexual, asexual, fluid, pansexual, queer, questioning, or another sexual orientation.

Sexual Misconduct

Used to refer to sexual harassment, sexual assault, rape, intimate partner violence, and stalking collectively.

Sexual Violence

Used to refer to sexual assault and/or rape collectively.

TGQN

Transgender, genderqueer, nonbinary, or gender nonconforming (TGQN) includes respondents that self-identified as agender, genderqueer/gender-fluid, non binary, questioning, two-spirit, another gender identity, intersex, man but not male assigned at birth, or woman but not female assigned at birth.

Response Rate and Participant Demographics

A total of 509 New England College of Optometry students were invited to participate, and 264 (52%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all NECO students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity



Fig. 2 Gender identity

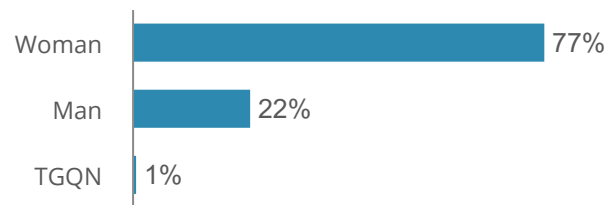


Fig. 3 Age

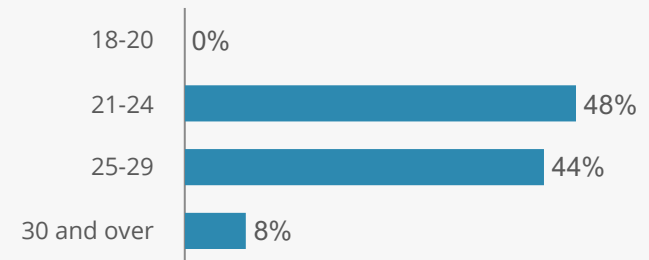


Fig. 4 Sexual orientation

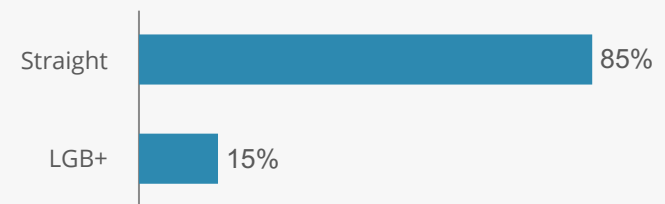
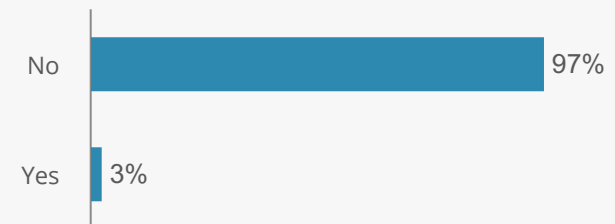


Fig. 5 Disability status



Participant Demographics

Fig. 6 First-generation student

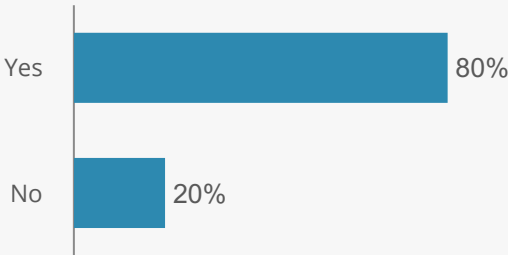


Fig. 7 Residency

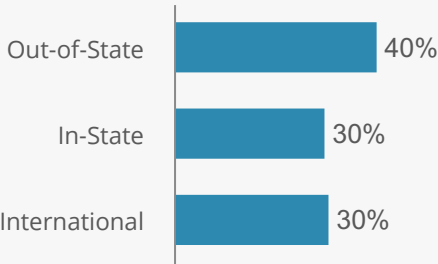


Fig. 8 Class year

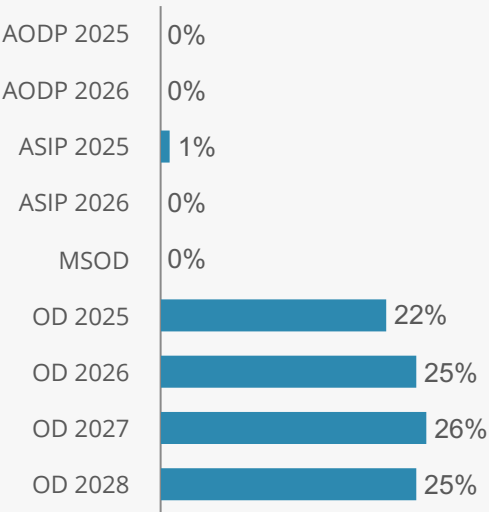


Fig. 9 Parent

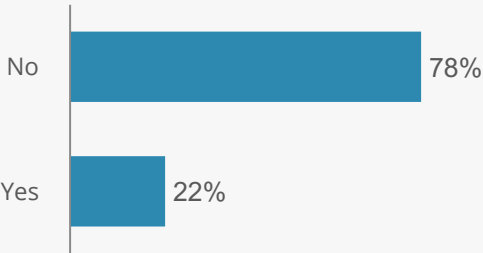


Fig. 10 Active duty military

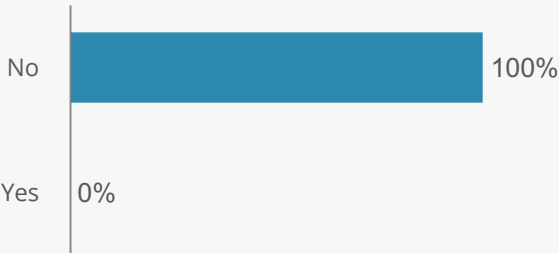
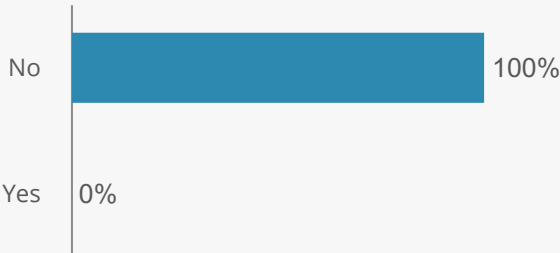


Fig. 11 Military veteran



Percentages may not add to 100% due to rounding.

Executive Summary

School Connectedness

Overall, a majority of participants agreed that they feel safe and protected at New England College of Optometry. On average, participants also agreed that they feel a sense of belonging and equity at the College. Perceptions of belonging, equity, and well-being varied among some demographic groups.

Knowledge of Policies, Resources, and Offices

A majority of participants confirmed that they have learned about sexual misconduct through classes or trainings, and a majority were aware that confidential resources are available at the College. Most participants were aware of the Title IX Coordinator, CAPA, Academic Affairs, and the Office of Diversity, Equity, Inclusion, and Belonging at the College, but fewer students were aware of Uwill and Confidential Resource Providers.

Campus Climate and Confidence in Reporting

Overall, participants agreed that it is uncommon for people at the school to make sexist comments or jokes and that the College is doing a good job of preventing and responding to sexual misconduct.

Sexual Misconduct

Thirty-four percent (34%) of participants indicated that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape since they have been a student at NECO.

Reporting

The majority of participants who experienced sexual misconduct did not report the incident to the College. The most common reasons why students chose not to report were that they did not think the incident was serious enough to report and they were worried that reporting the incident would interfere with their studies or other activities.

Bystander Intervention

The majority of participants confirmed that they received training or information on how to intervene as a bystander from someone at the College. The most common reasons why participants who witnessed sexual misconduct did not intervene were that they did not know what to do and they felt it was not their business to intervene.



Findings

School Connectedness

Perceptions of Belonging, Equity, and Well-being

Students were asked to what extent they agreed or disagreed with statements about their feelings of belonging, equity, and well-being at New England College of Optometry. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

Belonging

On average, most students **agreed** that they feel a sense of belonging at NECO.

Equity

On average, most students **agreed** that NECO treats all students equitably.

Well-being

On average, most students **agreed** that they feel safe and protected at NECO.

3.3_{/4}

Belonging

3.2_{/4}

Equity

3.4_{/4}

Well-being

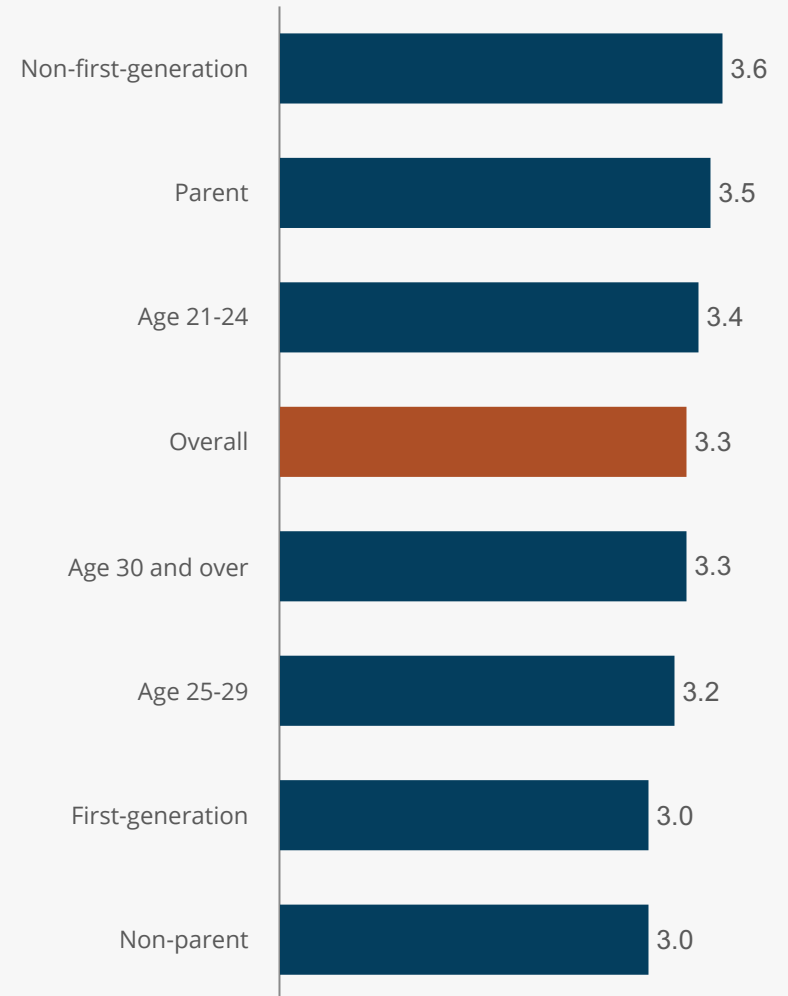
1 = negative response
4 = positive response

Differences in Perceptions of Belonging

Perceptions of belonging varied among demographic groups.

- Non-parents reported a lower sense of belonging than students who are parents
- Students who were first-generation college students reported a lower sense of belonging than their counterparts
- Students age 25 and over reported a lower sense of belonging than students ages 21-24

Fig. 12 Differences in perceptions of belonging

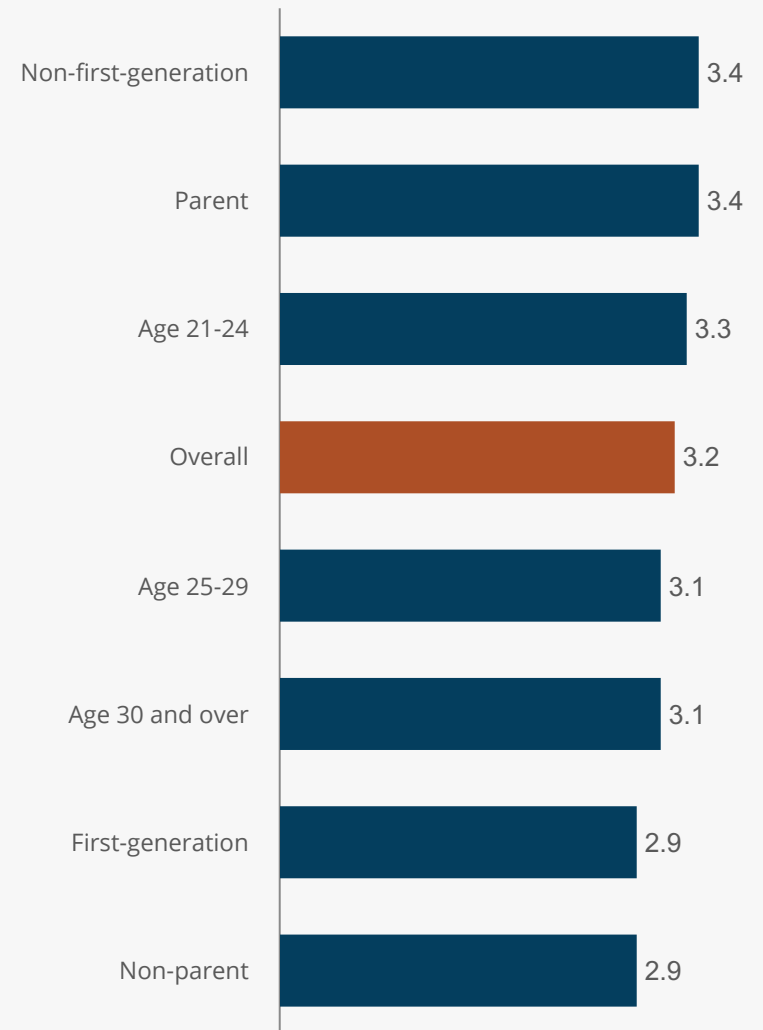


Differences in Perceptions of Equity

Perceptions of equity varied among demographic groups.

- Non-parents reported a lower sense of equity than students who are parents
- First-generation college students reported a lower sense of equity than their counterparts
- Students age 25 and over reported a lower sense of equity than students ages 21-24

Fig. 13 Differences in perceptions of equity

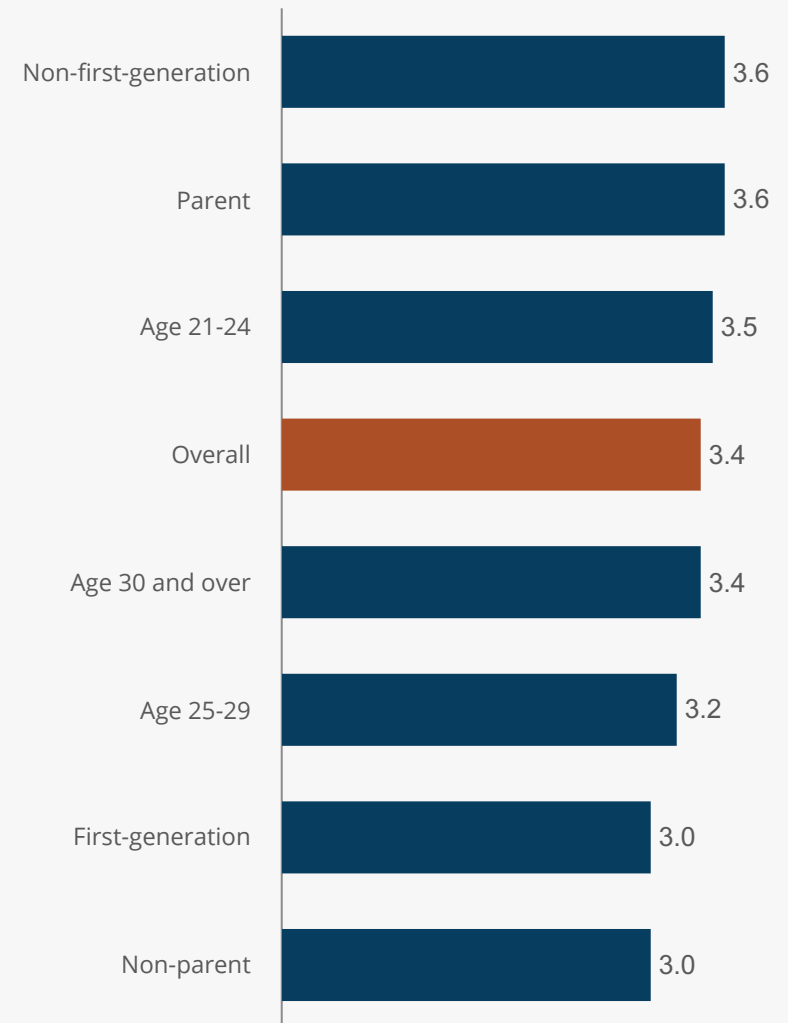


Differences in Perceptions of Well-being

Perceptions of well-being varied among demographic groups.

- Non-parents reported a lower sense of well-being than students who are parents
- First-generation college students reported a lower sense of well-being than their counterparts
- Students age 25 and over reported a lower sense of well-being than students ages 21-24

Fig. 14 Differences in perceptions of well-being





Findings

Knowledge of Resources, Policies, & Offices

Knowledge of Resources and Policies

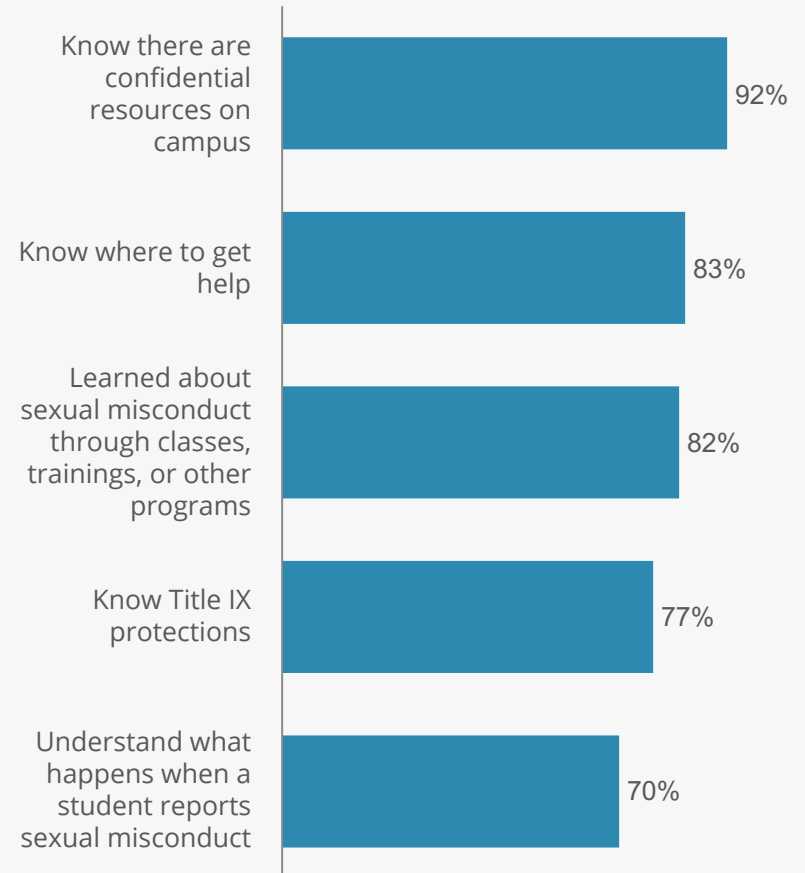
Students were asked about their knowledge of campus resources and policies relevant to sexual misconduct.

Ninety-two percent (92%) were aware that there are confidential resources available on campus and 83% knew where at NECO they could get help if someone they know experiences sexual misconduct.

Eighty-two percent (82%) of students confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at NECO. Additionally, 77% indicated that they knew their Title IX protections.

Seventy percent (70%) of students understood what happens when a student reports sexual misconduct.

Fig. 15 Knowledge of campus resources and policies



Knowledge of Campus Offices and Departments

Students were asked about their knowledge of certain campus offices and departments.

Most students confirmed that they knew about CAPA (100%), Academic Affairs (95%) and the Office of Diversity, Equity, Inclusion, and Belonging (86%).

Fewer students were aware of Uwill (23%) and Confidential Resource Providers (15%).

When asked if NECO has a Title IX Coordinator, 70% of participants answered 'yes,' 1% of participants answered 'no,' and 29% answered 'unsure.'

Fig. 16 Knowledge of campus offices/departments

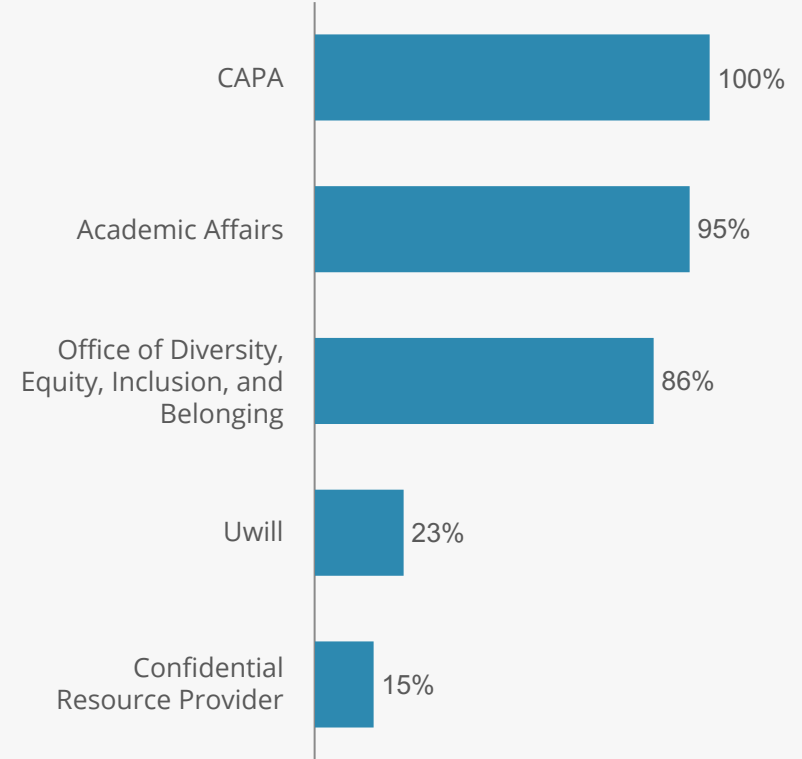
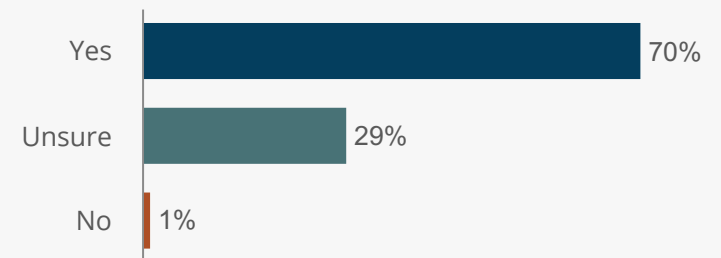


Fig. 17 Does NECO have a Title IX coordinator?



Knowledge of Sexual Misconduct Prevention

Students were asked whether they had received written, verbal, or online information from anyone at NECO relevant to sexual misconduct prevention.

Prevention

Eighty percent (80%) of students confirmed that they have received information on how to intervene as a bystander and 79% received information on how to help prevent sexual misconduct.

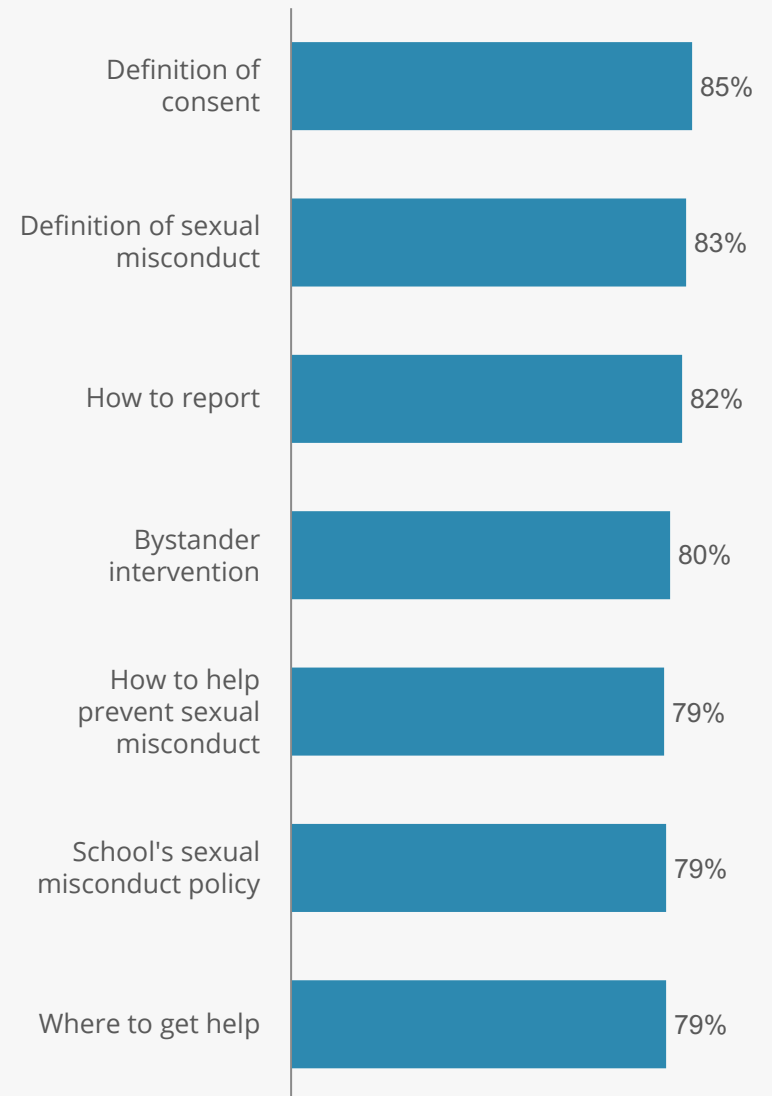
Definitions and Policies

Eighty-five percent (85%) were informed of the definition of consent and how to obtain it from a sexual partner. Eighty-three percent (83%) of students confirmed that they received information on the definition of sexual misconduct and 79% were informed of the school's policy on sexual misconduct.

Reporting and Resources

Eighty-two percent (82%) of students received information on how to report sexual misconduct, and 79% were informed about where to get help if someone they know experiences sexual misconduct.

Fig. 18 Received information about the following from someone at the school

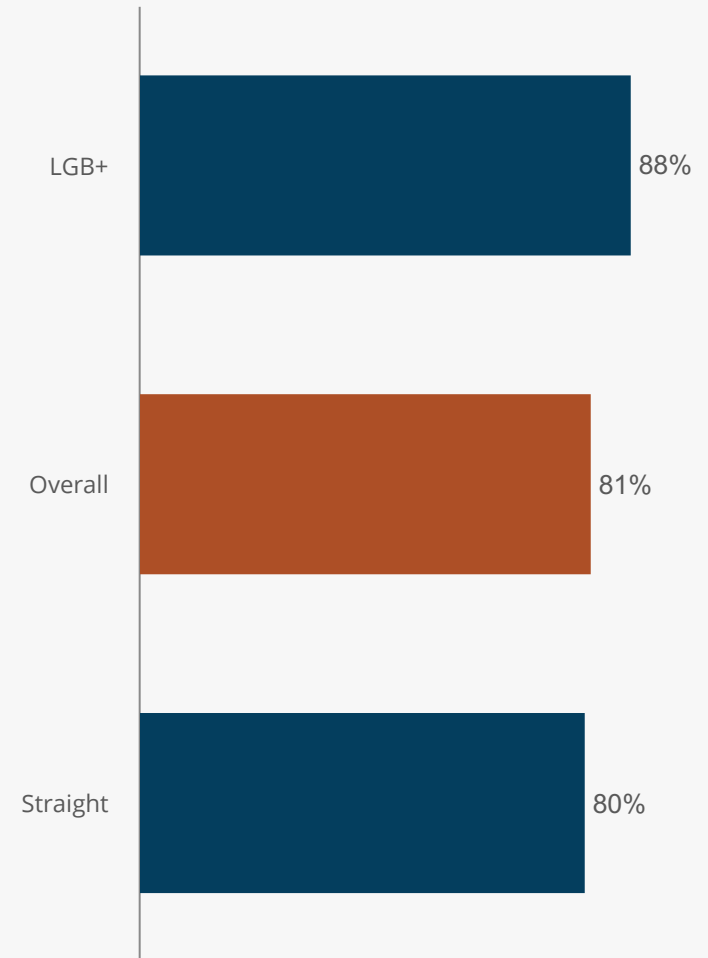


Differences in Knowledge of Resources and Policies

Some demographic groups were less likely to agree that they knew about campus resources and policies relevant to sexual misconduct.

Straight students were less likely to agree that they knew this information compared to LGB+ students.

Fig. 19 Differences in knowledge of campus resources and policies





Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at NECO, and their perceptions of NECO's efforts to prevent and respond to sexual misconduct. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

On average, students **agreed** that it is uncommon for people at the school to make sexist comments or jokes, and that NECO is doing a good job of trying to prevent sexual misconduct from occurring and of holding perpetrators accountable.

3.3_{/4}

Campus Culture

1 = negative response
4 = positive response

Confidence in Reporting

Participants who did not experience an incident of sexual misconduct since they have been a student at NECO were asked about their confidence in the school's reporting process and campus resources. Seventeen percent (17%) of students indicated that they would contact CAPA, 63% would go to the Office of Facilities Operations and Administration, and 42% would go to another employee if sexual misconduct occurred.

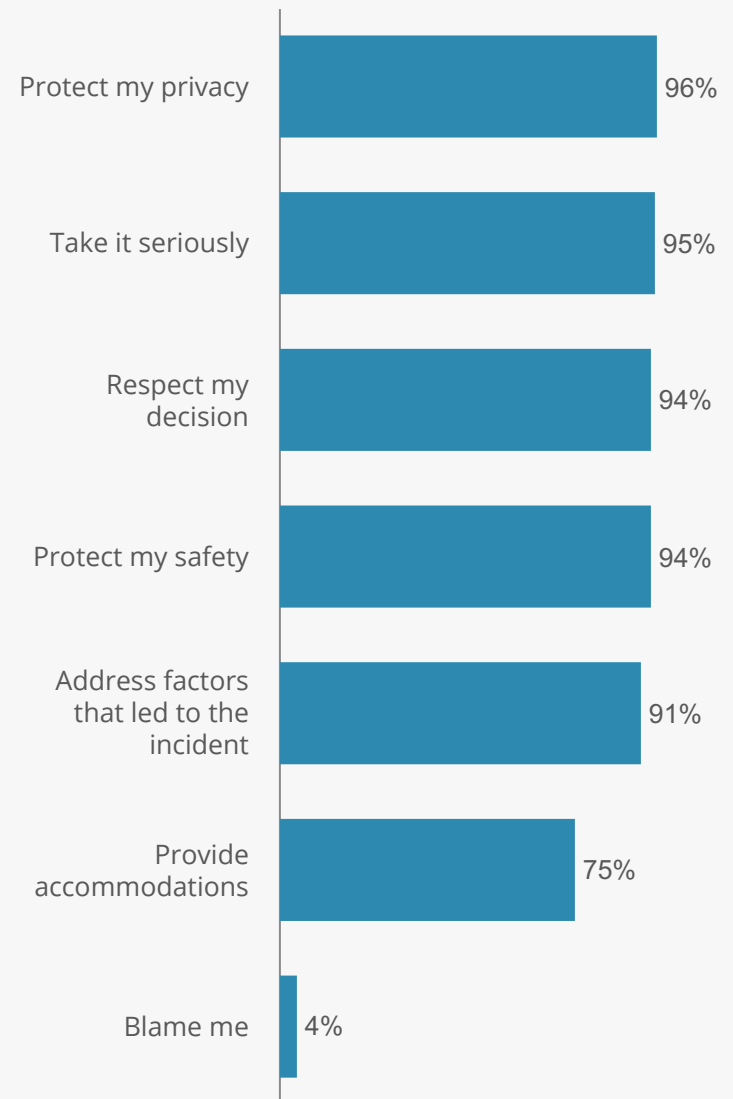
Ninety-six percent (96%) of students believed that their privacy would be protected and 95% of students believed that their case would be taken seriously if they reported an incident of sexual misconduct.

Ninety-four percent (94%) believed that NECO would respect their decision about what to do and would take steps to protect their safety.

Ninety-one percent (91%) felt that NECO would address the factors that may have led to the incident. Seventy-five percent (75%) of students believed that the College would provide support and accommodations.

Four percent (4%) of students believed that the College would blame them or not believe them about the incident.

Fig. 20 If an incident of sexual misconduct occurred, I believe NECO would...





Findings

Personal Experience

34% of Students Experienced Sexual Misconduct

The survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence since they have been a student at NECO. Overall, 34% of participants experienced at least one form of sexual misconduct.

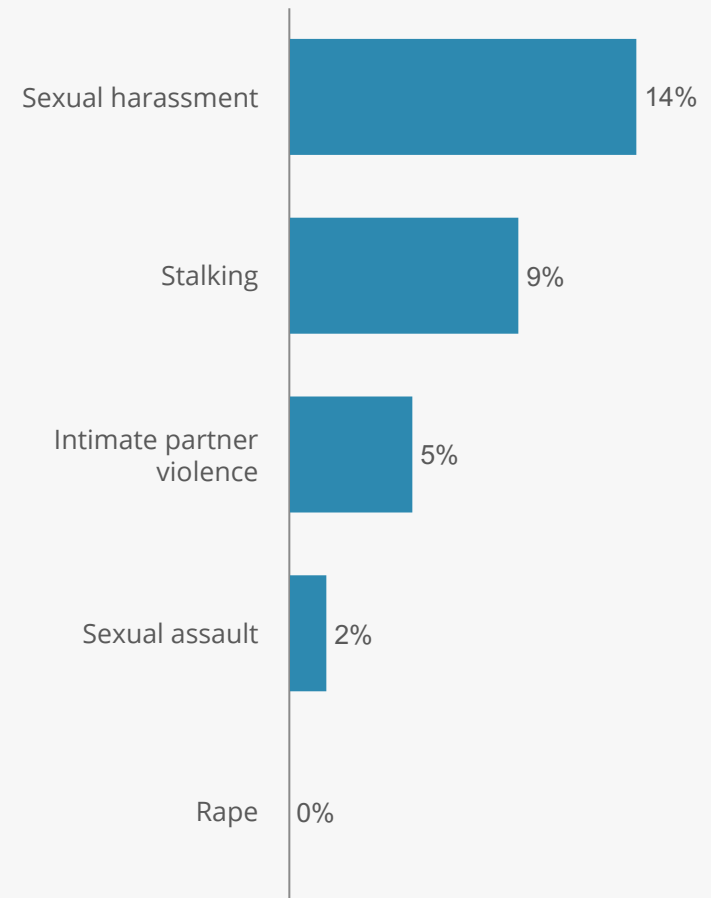
- **14%** experienced sexual harassment
- **9%** experienced stalking
- **5%** experienced IPV
- **2%** experienced sexual assault
- **0%** experienced rape

INSIGHTS

Even with an anonymous survey, individuals may be hesitant to disclose experiences of unwanted sexual contact.¹

¹ Hirsch, J. S. & Khan, S. (2020). Sexual citizens: A landmark study of sex, power and assault on campus. WW Norton.

Fig. 21 Prevalence of sexual misconduct



7%

experienced **two or more** instances of sexual misconduct.

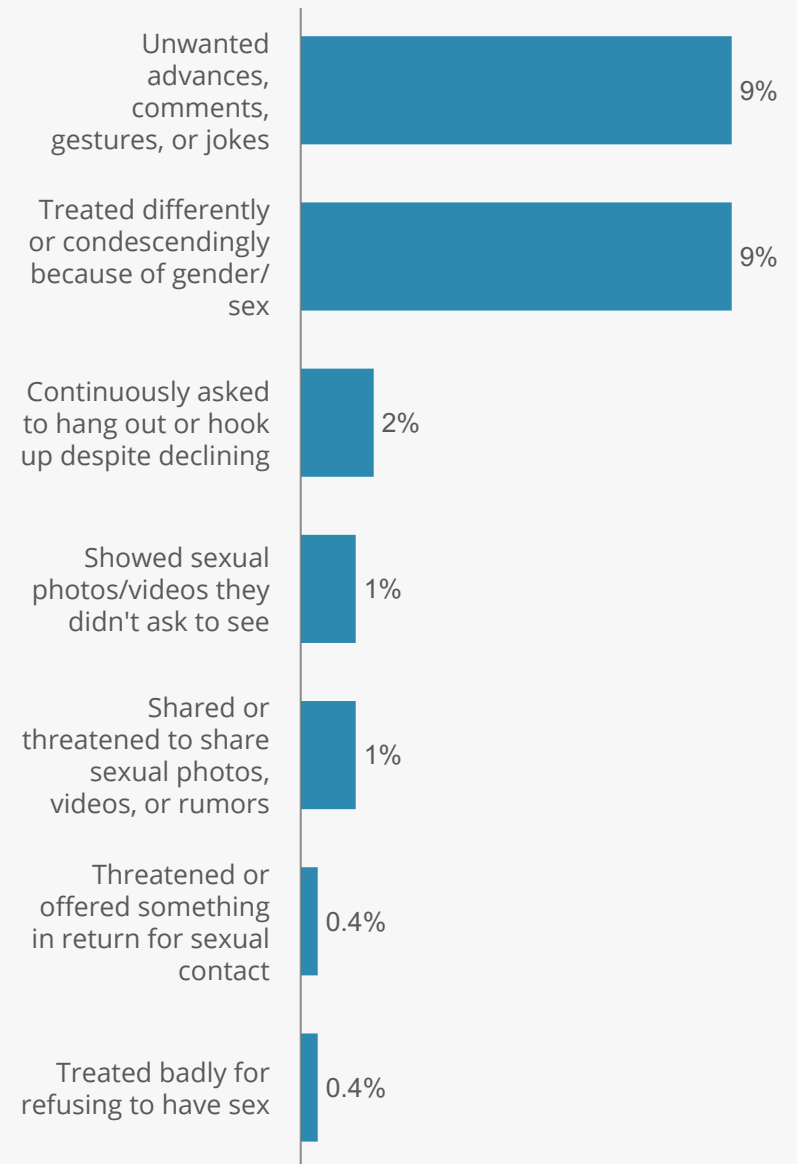
14% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at NECO. Overall, 12% of participants experienced sexual harassment once and 3% experienced sexual harassment more than once.*

The highest percentage of students reported that someone made unwanted sexual advances, comments, gestures, or jokes toward them (9%) and that someone treated them differently or condescendingly because of their gender/sex (9%).

*Percentages do not add to 14% due to rounding.

Fig. 22 Prevalence of sexual harassment

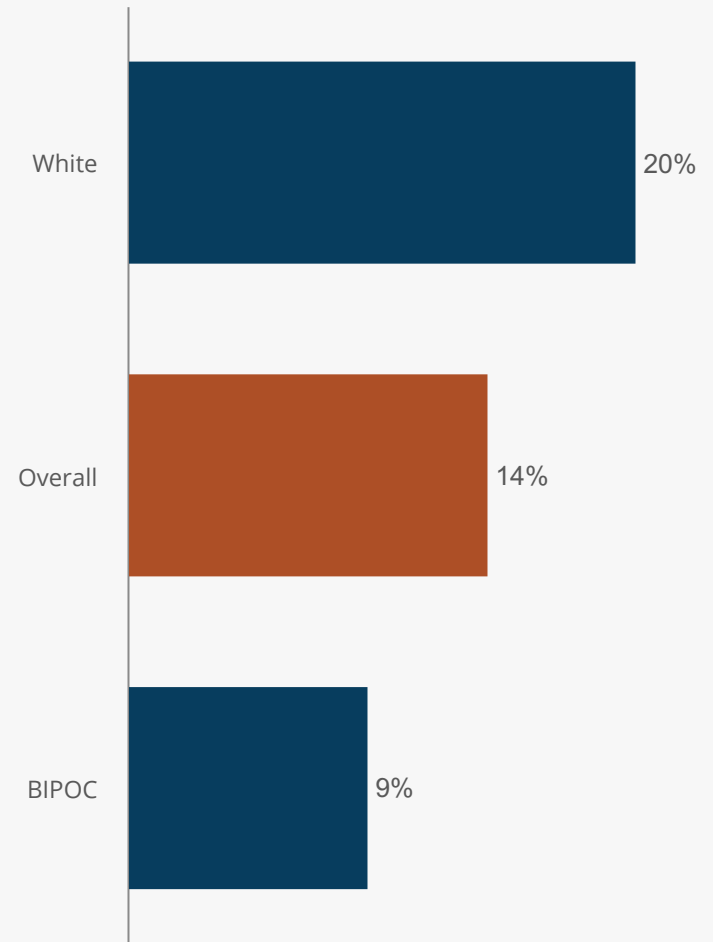


Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied among demographic groups.

- White students were more likely to experience sexual harassment than BIPOC students

Fig. 23 Prevalence of sexual harassment by demographics

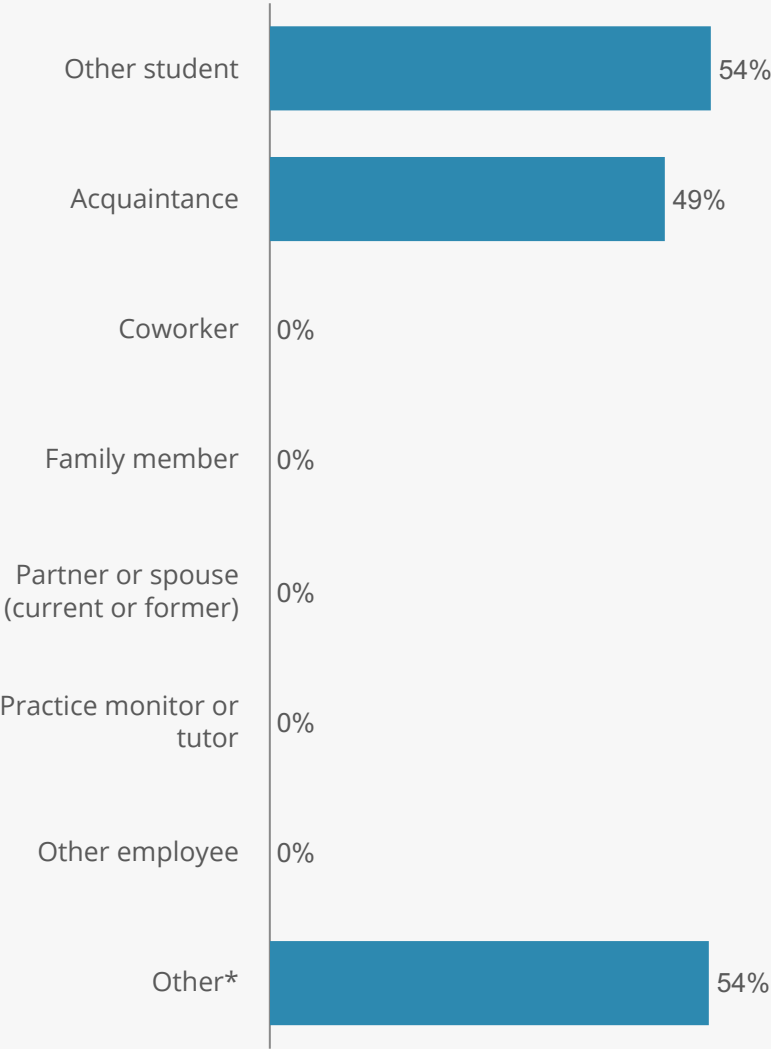


Perpetrators of Sexual Harassment

Students who experienced sexual harassment were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was another student (54%), followed by an acquaintance, friend of a friend, or someone they just met (49%).

Fig. 24 Perpetration of sexual harassment



*Other includes boss/supervisor/preceptor, faculty member, friend or roommate, patient, someone else, stranger, and unsure. The response rates of these options were too small to report separately.

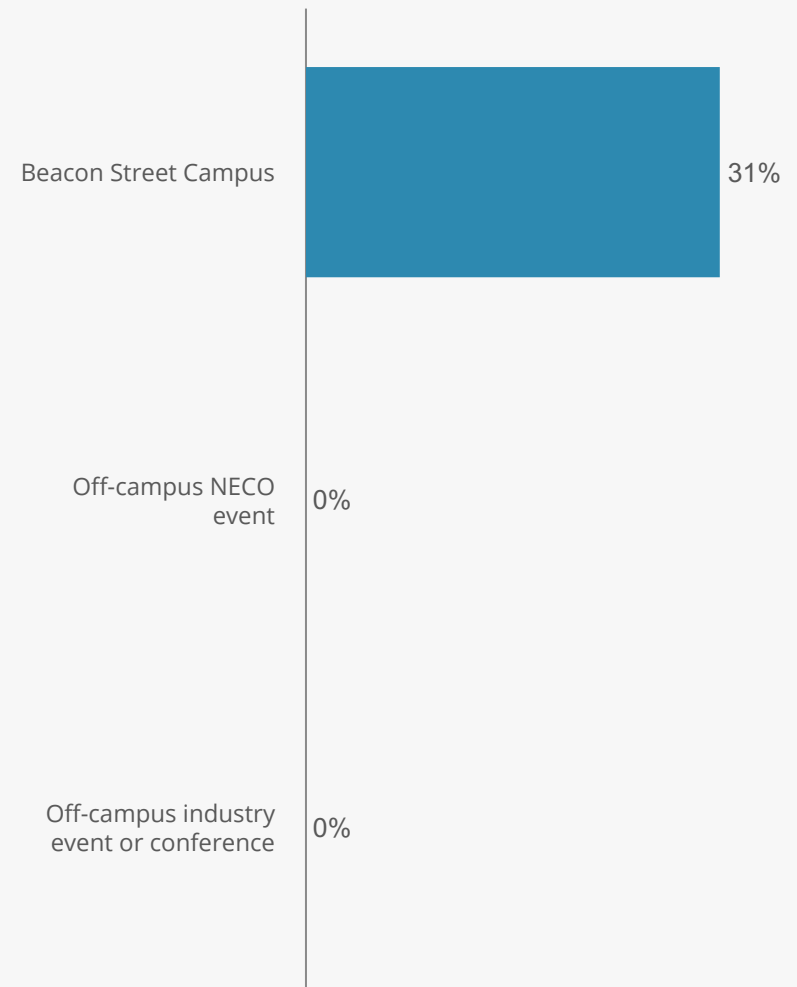
Locations Where Sexual Harassment Occurred

Students who experienced sexual harassment were asked about where the incident took place.

The highest percentage of students indicated that the incident occurred on the Beacon Street Campus (31%).

The response rates of students who reported experiencing sexual harassment at other locations, including a personal residence, NECO-owned clinic (Comm Ave or Roslindale), external clinic, restaurant, bar, or club, online, or other place, were too small to report separately.

Fig. 25 Prevalence of sexual harassment by location



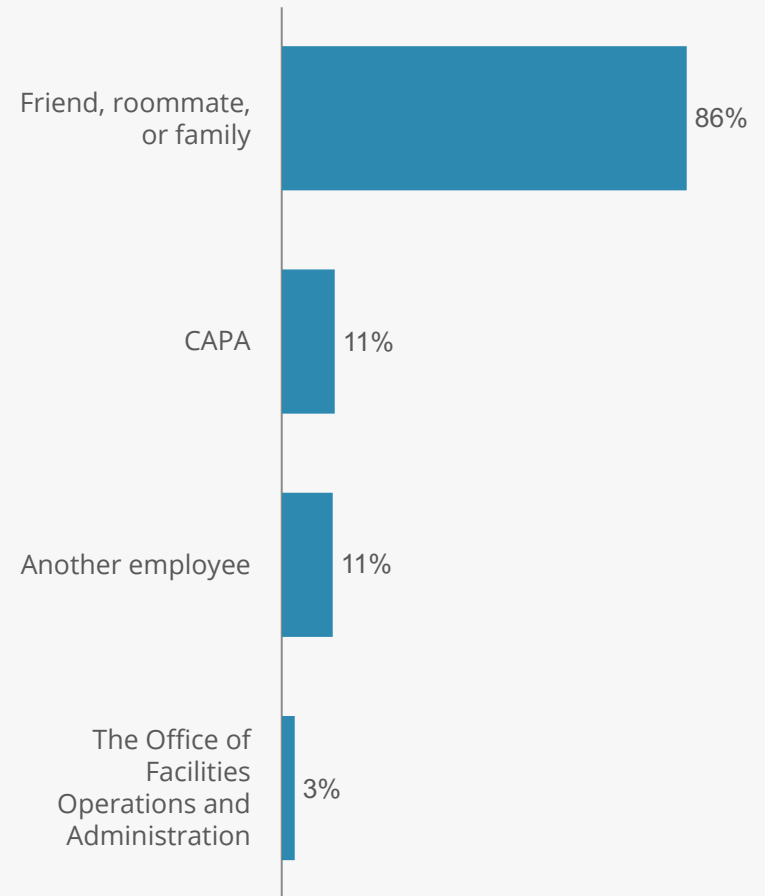
Reporting of Sexual Harassment

Students who experienced sexual harassment were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (86%), a majority did not report the incident to NECO.

- **11%** contacted CAPA
- **11%** contacted another campus employee
- **3%** contacted the Office of Facilities Operations and Administration

Fig. 26 Reporting of sexual harassment

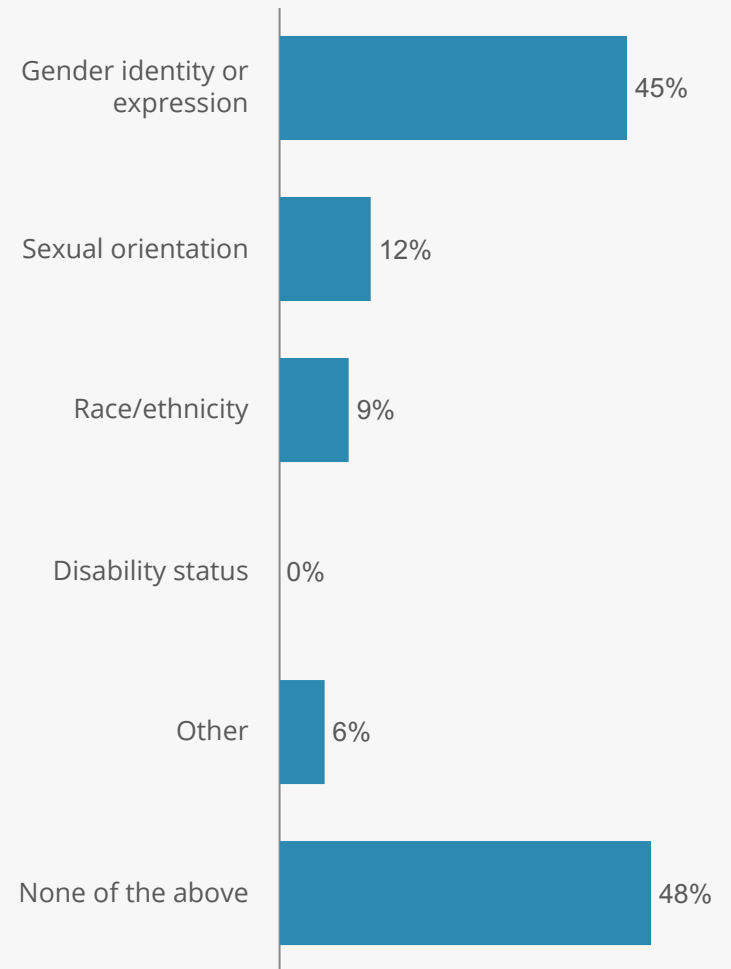


Sexual Harassment and Discrimination

Students who experienced sexual harassment were asked if they believed the incidents were related to an identity that they hold.

- **45%** believed the incident was related to their gender identity or gender expression
- **12%** believed the incident was related to their sexual orientation
- **9%** believed the incident was related to their race or ethnicity
- **6%** believed the incident was related to another identity

Fig. 27 Sexual harassment and discrimination

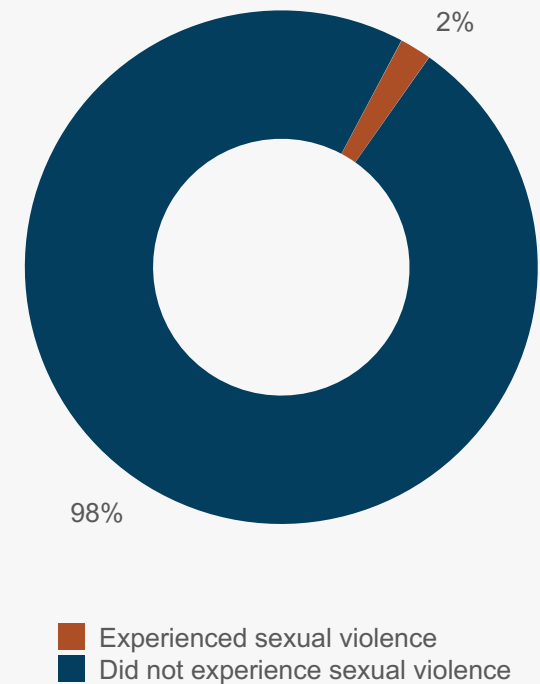


2% of Students Experienced Sexual Violence

Overall, 2% of participants indicated that they experienced sexual assault and/or rape since they have been a student at NECO.

The prevalence of sexual violence was too small to report additional information relevant to these experiences, including: relationship to the person who caused the harm, location, reporting behaviors, and differences across demographic groups, if applicable.

Fig. 28 Prevalence of sexual violence



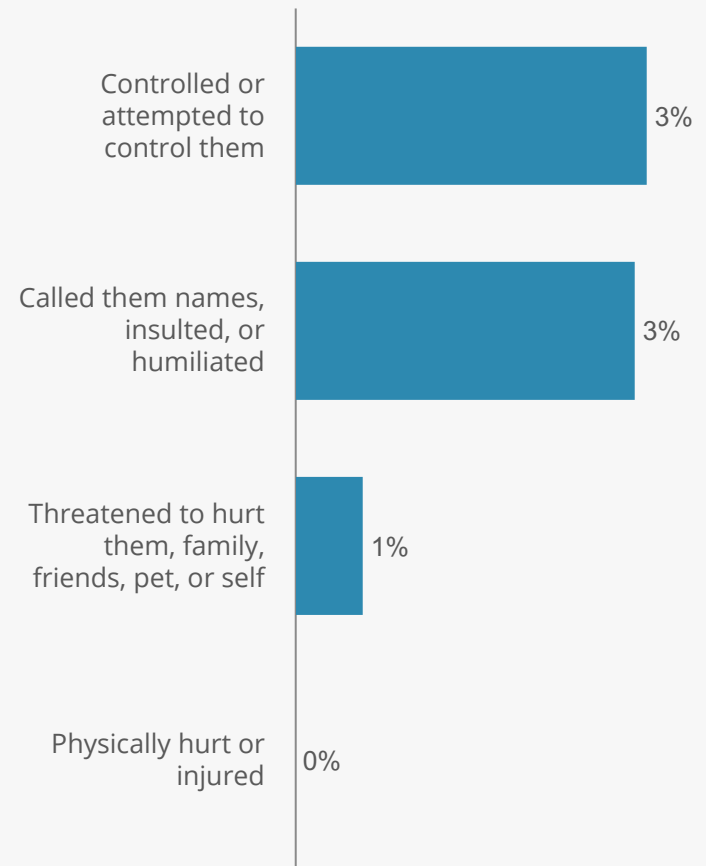
5% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at NECO. Overall, 1% of participants experienced IPV once and 4% experienced IPV more than once.

The highest percentage of students reported that an intimate partner controlled or attempted to control them physically, emotionally, or financially (3%), that an intimate partner called them names, insulted, or humiliated them (3%), and that an intimate partner threatened to hurt them, their family, friends, or pets, or threatened to hurt themselves (1%).

The prevalence of intimate partner violence was too small to report additional information relevant to these experiences, including: reporting behaviors and differences across demographic groups, if applicable.

Fig. 29 Prevalence of intimate partner violence

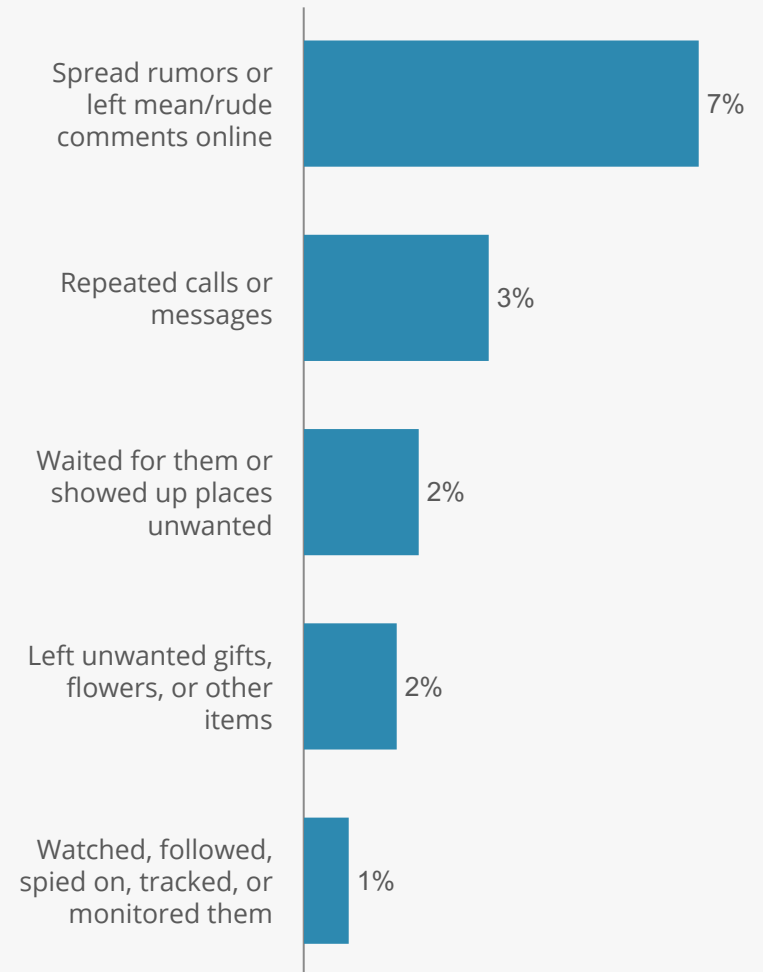


9% of Students Experienced Stalking

Students were asked about stalking situations when someone acted in a way that seemed obsessive or made them concerned for their safety since they have been a student at NECO. Overall, 5% of participants experienced stalking once and 4% experienced stalking more than once.

The highest percentage of students reported that someone spread rumors or left mean/rude comments online (7%) and that someone repeatedly called them or sent unwanted messages (3%).

Fig. 30 Prevalence of stalking by behavior



Perpetrators of Stalking

Students who experienced stalking were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was another student (63%).

Fig. 31 Perpetration of stalking



*Other includes acquaintance, friend or roommate, partner or spouse, patient, stranger, or unsure. The response rates of these options were too small to report separately.

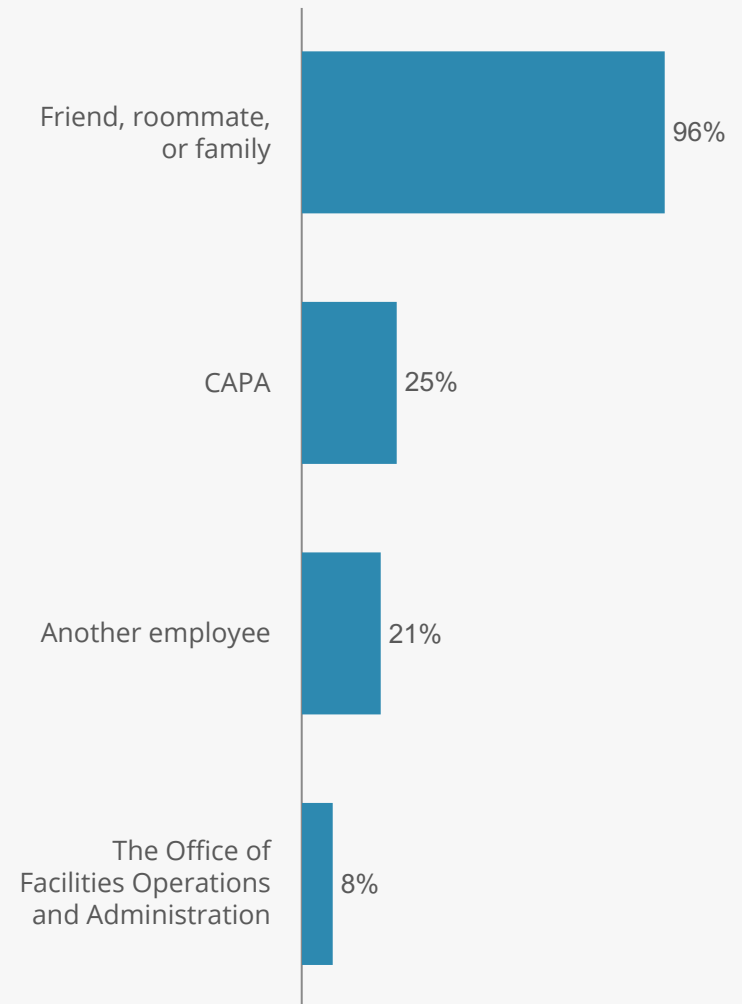
Reporting of Stalking

Students who experienced stalking were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (96%), a majority did not report the incident to NECO.

- **25%** contacted CAPA
- **21%** contacted another campus employee
- **8%** contacted the Office of Facilities Operations and Administration

Fig. 32 Reporting of stalking

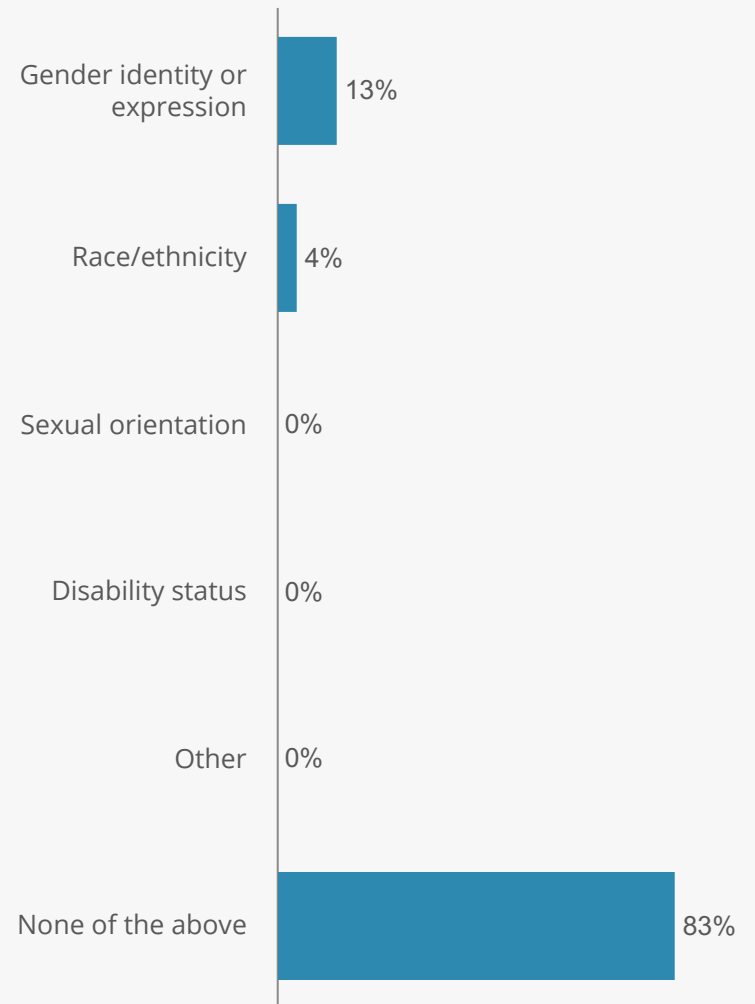


Stalking and Discrimination

Students who experienced stalking were asked if they believed the incidents were related to an identity that they hold.

- **13%** believed the incident was related to their gender identity or gender expression
- **4%** believed the incident was related to their race or ethnicity

Fig. 33 Stalking and discrimination





Findings

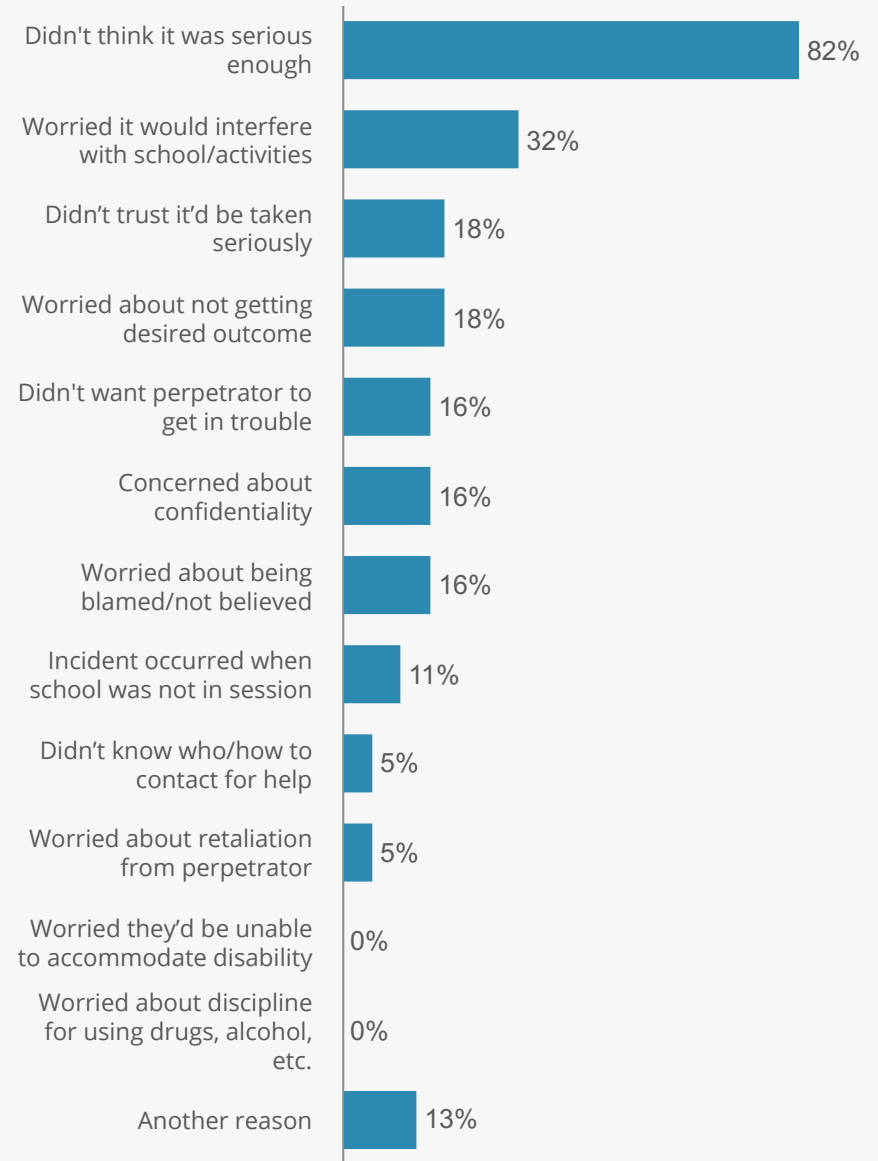
Reporting

Reasons Students Did Not Report

Students who experienced sexual misconduct but did not report it were asked about reasons they did not contact a campus official about the incident.

The most common reasons why students did not report the incident were because they did not think the incident was serious enough to report (82%) and they felt it would take time away from studies or other activities (32%).

Fig. 34 Reasons participants did not report sexual misconduct





Findings

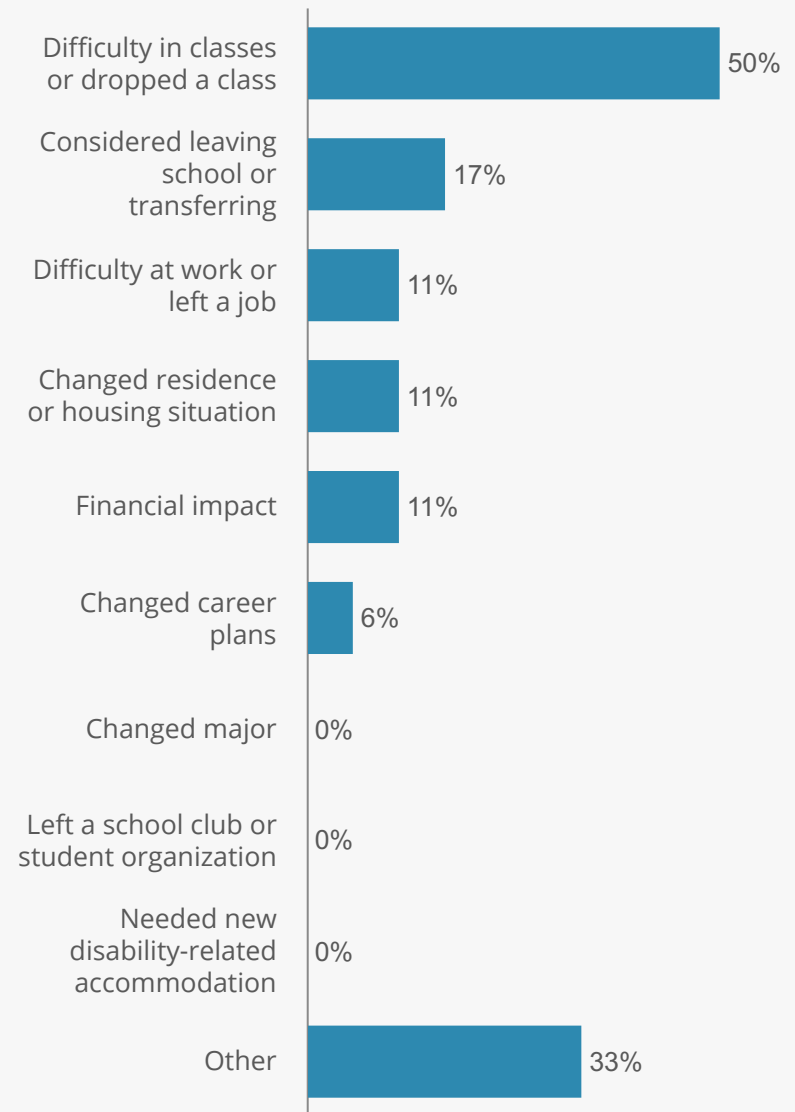
Impacts

Academic, Professional, & Student Life Impacts

Students who experienced sexual harassment, sexual violence, intimate partner violence, or stalking were asked about impacts they experienced following the incident.

Around half of students who experienced sexual misconduct also experienced difficulty in classes or dropped a class (50%). Seventeen percent (17%) considered leaving school or transferring and 11% had difficulty at work or left a job or internship.

Fig. 35 Impacts on academic, professional, or student life



Mental Health Impacts

Students who experienced sexual harassment, sexual violence, intimate partner violence, or stalking were also asked about whether they experienced certain mental health symptoms.

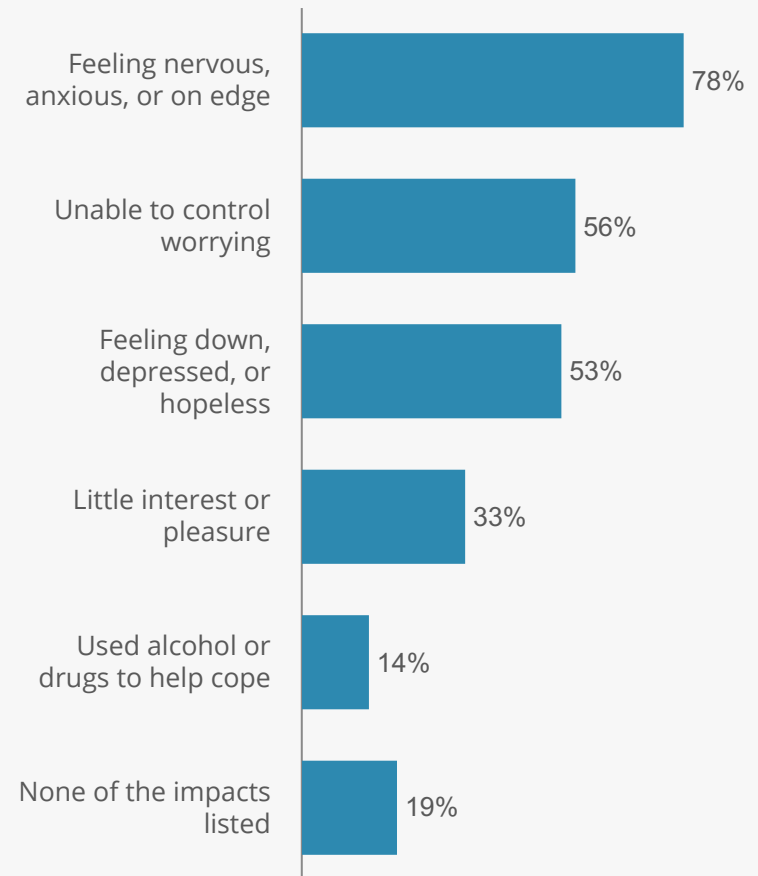
A majority of students who experienced sexual misconduct also felt nervous, anxious, or on edge (78%), were unable to stop or control worrying (56%), or felt down, depressed, or hopeless (53%).

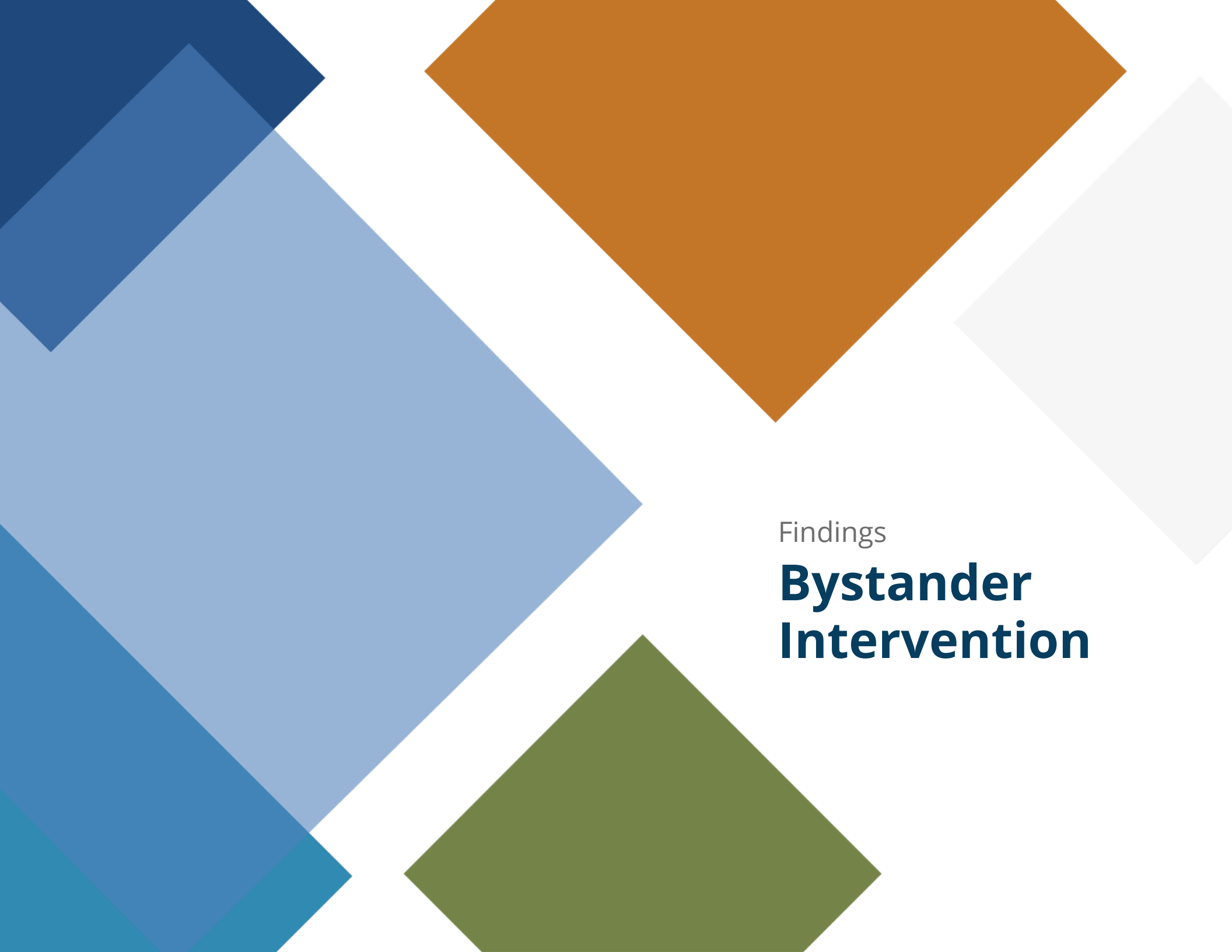
INSIGHTS

The COVID-19 pandemic has been linked to an increase in anxiety, depression, and social isolation among college students. A sense of belonging with their college campus may be a protective factor.²

² Gopalan, M., Linden-Carmichael, A., & Lanza, S. (2022). College Students' Sense of Belonging and Mental Health Amidst the COVID-19 Pandemic. *The Journal of Adolescent Health*, 70(2), 228–233.

Fig. 36 Impacts on mental health





Findings

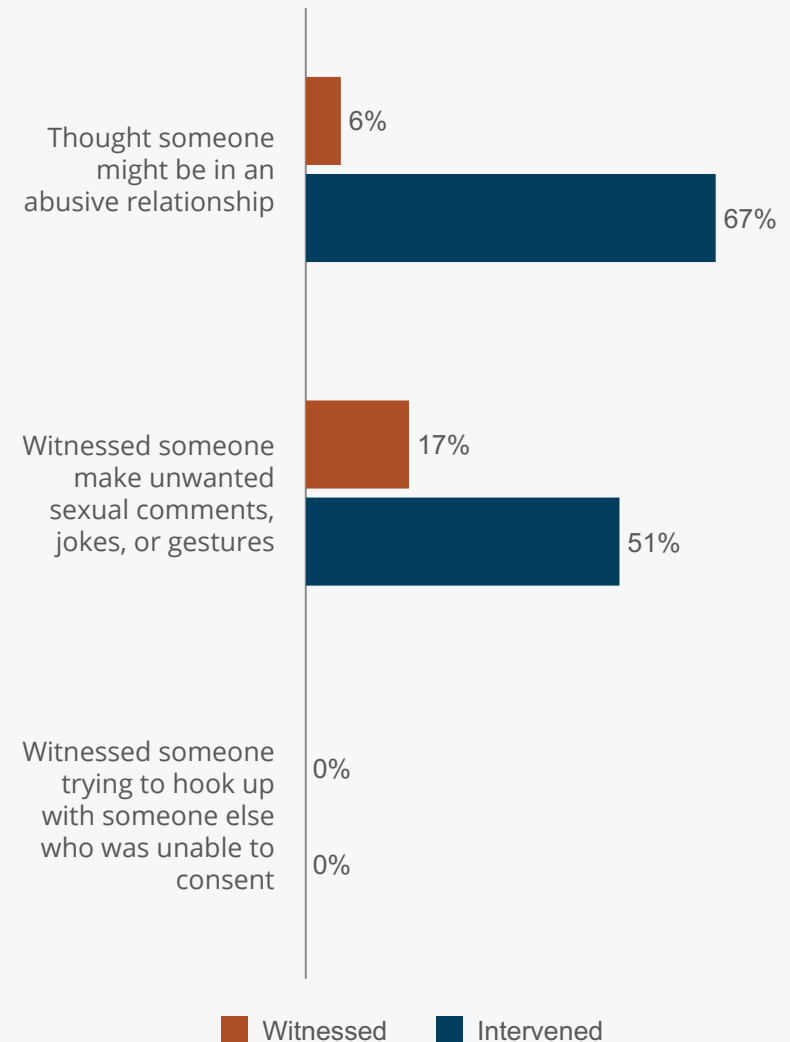
Bystander Intervention

Bystander Behaviors

Students were asked if they witnessed certain situations of sexual misconduct since they have been a student at NECO and, if so, how they responded to those situations.

- **6%** thought someone might be in an abusive relationship. Among those, 67% intervened in some way.
- **17%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 51% intervened in some way.

Fig. 37 Percentage of students who intervened after witnessing sexual misconduct

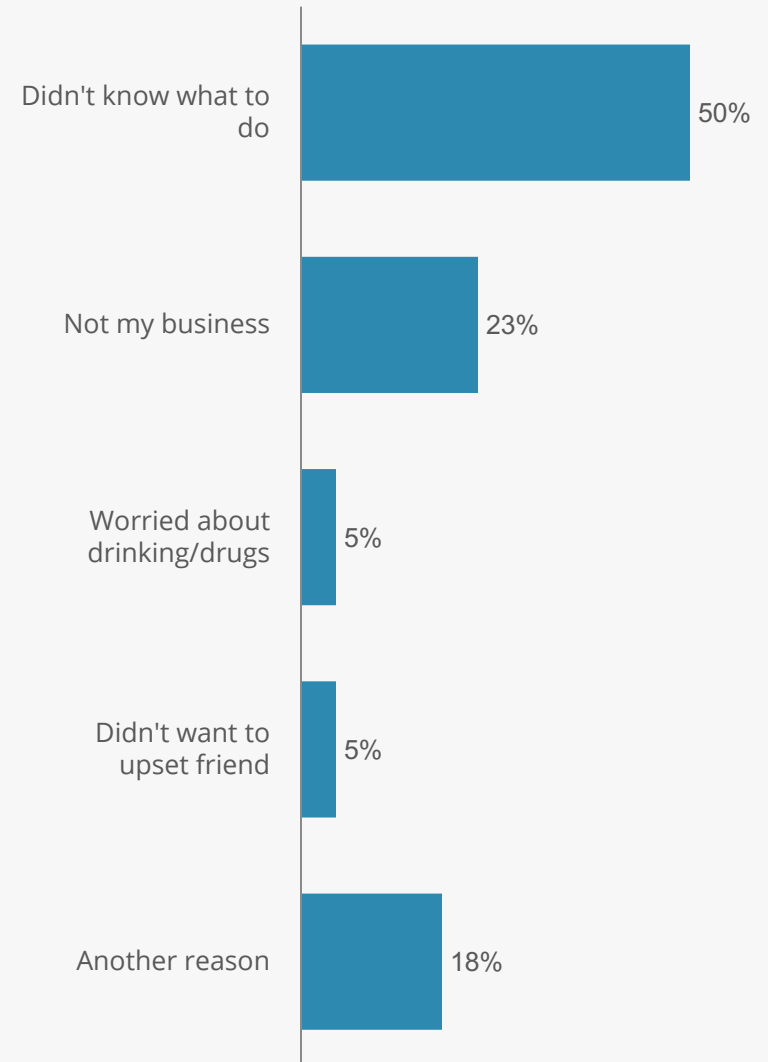


Why Students Did Not Intervene

Students who witnessed certain situations of sexual misconduct were asked about reasons why they did not intervene.

- **50%** were not sure what to do
- **23%** felt it was not their business
- **5%** did not want to get in trouble for drinking and/or doing drugs
- **5%** did not want to upset a friend

Fig. 38 Reasons students did not intervene





Recommendations

Recommendations

Included on the following pages are recommendations to address key findings from the survey. We recognize that it may not be feasible to implement all of these recommendations, but this list serves as a starting point for you to develop an evidence-based action plan.

Any mention of specific programs is not an endorsement of the program, but a recommendation that was developed based on evidence of risk and protective factors for sexual misconduct, effectiveness, accessibility, and input from experts.

Research supports that effective programming should 1) be implemented at several [socio-ecological](#) levels, 2) utilize various approaches, 3) and occur often. Research also shows that retention of knowledge and skills tends to decline after three months, highlighting the importance of frequent training and programming.³

³ McMahon, S., Steiner, J. J., Snyder, S., & Banyard, V. L. (2021). Comprehensive Prevention of Campus Sexual Violence: Expanding Who Is Invited to the Table. *Trauma, Violence, & Abuse*, 22(4), 843–855.

Developing an Action Plan

An action plan can help you implement and track the effectiveness of the prevention efforts at your institution over time.

Considerations when developing the action plan:

- 1 Collaborate with a diverse group of campus stakeholders.** When developing and implementing the action plan you may choose to include students, faculty/staff, leadership, and community partners, among others. This group should be representative of the entire campus population.
- 2 Tailor the action plan to your institution.** Our recommendations are broad and should be considered within the context, needs, and culture of your institution. An effective action plan should include a specific goal, actionable steps, allocation of resources, a timeline, and a plan for monitoring and evaluating progress.
- 3 Be transparent.** Every campus community member has a vested interest in reducing sexual misconduct. Being open and honest when communicating about the action plan can help build trust.

Key Findings

Students expressed some concerns about school connectedness.

pg. [11](#)

Recommendations

1. Evaluate current steps being taken to protect students' physical and emotional safety and improvements that can be made.
2. Consider conducting focus groups to better understand the experiences of students and their perceptions of belonging, equity, and well-being.
3. Provide space for sharing, building skills related to inclusive practices, and strengthening a sense of belonging.
4. Evaluate the institution's policies through an equity lens and adjust policies to address systematic barriers.

Key Findings

Students can benefit from education on campus resources.

- Most students were not aware of Uwill and Confidential Resource Providers
- 30% were not aware of the Title IX Coordinator

pg. [17](#)

Recommendations

1. Create a marketing and communications plan to ensure students know where to report, how to report, and what to report.
2. Consider a campaign to introduce the professional staff who work in campus resources.
3. Make sure to clearly explain which resources are confidential and available 24/7. Consider the accessibility of these services in terms of operating hours, location, cost, and services for vulnerable groups.
4. Increase awareness of who the Title IX Coordinator is, how students can contact them, and what their role entails. Increasing awareness of the Title IX Coordinator can help improve campus trust and climate.⁴ The Title IX Coordinator can be involved in interdisciplinary events, such as athletics and student organizations to increase awareness.

⁴ Shah, R., Storch, J. (2022). Increasing knowledge and campus trust in reporting sexual and interpersonal violence: The role of the Title IX coordinator. *Journal of American College Health*.

Key Findings

Many students did not report to campus officials.

- 82% did not think the incident was serious enough to report
- 32% were worried reporting would interfere with school or activities

pg. [38](#)

Recommendations

1. Regularly train response staff on trauma-informed care and interventions.
2. Address systemic barriers for reporting to law enforcement and work to establish a partnership with police to address violence and harassment.
3. Engage faculty and other campus members who regularly interact with students about the seriousness of sexual misconduct. Enlist their help in generating awareness about the resources available to students on and off campus.
4. Evaluate whether students have what they need to balance seeking help for sexual misconduct and their other responsibilities. Ensure there are accommodations and resources in place to help students manage and navigate the reporting process.